

Can-Do Statements

Spanish Language Arts

Grade 3



Edmonton Public Schools
Curriculum
2008

Can-Do Statements for Bilingual Programs

Introduction

What are the Can-Do statements?

The Can-Do statements serve as a curricular support document and assessment tool. The Can-Do statements align with grade level outcomes from the Spanish Language Arts program of studies for bilingual programs, beginning in Kindergarten. The Can-Do statements are self-assessment statements regarding what students are able to do in Spanish in each grade.

The Can-Do statements are designed to help stakeholders outside the classroom, such as parents and administrators, understand how language proficiency will progress over time in bilingual programs.

The skill areas assessed in the Can-Do statements include:

- speaking and representing
- writing
- listening
- reading
- viewing
- researching and reporting information

The Can-Do statements are student-centred and intended to be a self-assessment tool. Students use the Can-Do statements to consider the quality of their own work and indicate, to the best of their ability, how well they are performing in relation to grade level expectations.

How were the Can-Do statements created?

The Can-Do statements were written in the Curriculum department of Edmonton Public Schools and were piloted in Language Arts in bilingual programs offered within the district. Participating teachers applied Can-Do statements in their classrooms and provided feedback to create this curricular support document.

The creation of the Can-Do statements was informed primarily by the work of the European Language Portfolio. The Council of Europe has articulated a European Framework with common reference levels in regards to language proficiency.

The levels of proficiency are displayed on the next page.

European Proficiency Levels:

Proficient	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
User	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
User	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
User	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Source: <http://www.coe.int/T/DG4/Portfolio/>

In the future, Can-Do statements for bilingual programs will be calibrated towards the European Council Levels of Proficiency.

Why use the Can-Do statements?

The Can-Do statements help provide a record of linguistic skills a student has acquired.

Teachers use the Can-Do statements to plan and implement the Spanish Language Arts program of studies. The statements can also be used as a source of information regarding student achievement.

To obtain a complete picture of student assessment and performance, a teachers' judgment regarding achievement and performance must be considered. The Can-Do statements represent one type of information to contribute to a teacher's body of assessment evidence. This body of evidence is used to make overall judgments regarding student achievement and performance. The Can-Do statements are not intended to replace other methods of assessment or evaluation. They are complementary to other methods of assessment the Spanish teacher uses.

The Can-Do statements motivate students by allowing them to reflect on their successes in learning Spanish, and to set personal learning goals.

Stakeholders outside the classroom, such as parents, school administrators and school trustees, can use the Can-Do statements to help them understand the common expectations regarding what students can do in Spanish at each grade level.

When are the Can-Do statements used?

The Can-Do statements can be used at any time in the school year. Teachers are encouraged to lead students through a process of regularly reflecting on the quality of their work at different points of instruction.

A Teacher's Guide to using the Can-Do statements has been included in this document. It includes several ideas for implementing the Can-Do statements in a bilingual classroom.

Teacher Guide: Using the Can-Do Statements

Grade 3 Language Arts teachers in bilingual programs in Edmonton Public Schools piloted the Can-Do statements in their classrooms over the period of several months. This Teacher Guide for using the Can-Do statements is the result of suggestions, ideas and recommendations by the teachers involved in the pilot.

"I was impressed...the students were pretty accurate in how they assessed themselves."

"The students enjoyed interacting with one another. They worked very hard to use the target language. I didn't think it would work as well as it did."

"This boosts their confidence. The students take ownership."

"It gave the students confidence and focused their attention on what they need to improve. "

"It's good for parents to know what has been accomplished."

"It provides good motivation to stay in the bilingual program and shows students the importance of learning."

"You will all achieve this. Everywhere you look, it's success. I will prepare more things like this- it's all so simple and easy!"

-comments from Language Arts teachers in bilingual program after piloting the Can-Do statements in their classrooms

Beginning to use the Can-Do statements

The Can-Do statements are used in Language Arts for bilingual program classrooms with teacher guidance.



Strategies to consider:

- The Can-Do statements are not intended to be addressed in any particular order. Therefore, begin with any Can-Do statement from any of the skill sections
- The Can-Do statements can be used at any point in the school year, and at any point of instruction. Some Can-Do statements might be completed easily in a class, while others may involve more time-consuming project work
- One Can-Do statement may be revisited several times in a school year, and others only addressed once
- If possible, plan the use of Can-Do statements with a colleague
- Begin to train students to self-reflect honestly about the quality of their work. Peer-assessment is often an effective way for students to learn to provide feedback objectively regarding the quality of work

Presenting the Can-Do statements to students

Since the Can-Do statements are student-centred and intended for self-assessment, the Can-Do statements should be easy for students to use.



Strategies to consider:

- Provide the Can-Do statements to students at the beginning of the year in a booklet. Ask students to periodically address Can-Do statements in their booklets
- Present the Can-Do statements individually as they are addressed through instruction
- Post relevant Can-Do statements in the classroom, and refer to them when appropriate

- Explain the Can-Do statement to students if necessary

Using Can-Do statements as an Instructional Tool

Addressing the Can-Do statements does not have to be an added responsibility to a teacher's regular instructional responsibilities. Addressing Can-Do statements can become an integral part of planning and instruction.



Strategies to consider:

- Break down more complex Can-Do statements into further criteria statements.

For example, in a grade two Mandarin Language Arts bilingual class, to address the Can-Do statement "*I can write a very short story using simple, complete sentences and pictures*" the teacher used the following criteria statements:

- ☐ I can use simple sentences in my story
- ☐ I can use complete sentences in my story
- ☐ I can draw pictures for my story
- ☐ I can read over my story and make corrections when I am done
- ☐ I think my story is interesting

Students used these criteria statements to help assess overall whether they had achieved the original Can-Do statement.

- Set criteria with students
- Use Can-Do statements to begin discussions. For example, "What are the characteristics of good writing?"
- Collect (anonymous) exemplars of student work in relation to a Can-Do statement, and ask students to articulate how different exemplars present a "can-do" or a "cannot yet..." Record students ideas and use for future reference before beginning similar types of work
- Cluster together different Can-Do statements when working on a longer-term project
- Use sentence starters, model statements, structured activities, brainstorming techniques and graphic organizers to help facilitate Can-Do statements that related to speaking and writing

- Provide specific feedback to students regarding their work based on information gathered through addressing a Can-Do statement

Using the Can-Do statements to report student achievement

Can-Do statements can be used to assist teachers in recording and reporting student achievement as it relates to outcomes from the program of studies.



Strategies to consider:

- Use the wording of Can-Do statements in report card comments
- Use the Can-Do statements to create short-term and long-term plans. These plans, using the Can-Do statements, could be shared with students and parents at the beginning of a reporting period
- Consider students' self-assessment information gathered from Can-Do statements to determine Grade Level of Achievement (GLA)
- Use as ongoing diagnostic tool
- Use Can-Do statements as a springboard for discussion in student-led conferences
- Display student work with Can-Do statements so students and visitors to the classroom will understand the overall purpose of the work
- Send home Can-Do statements at regular intervals so parents and other partners in learning can help monitor students' progress
- Include Can-Do statements as part of an assessment body of evidence, complementary to other types of assessments currently used

Common questions regarding the Can-Do statements

How are the Student Copy and Teacher Copy different?

The student copy of the Can-Do statements features titles in age-appropriate language, each Can-Do statement, and three columns in which students can indicate whether they think they can achieve the Can-Do statement independently, with assistance or cannot yet achieve the Can-Do statement.

A sample of the student copy appears on the next page:

When I use Mandarin to **talk** or to
show something to others...

	by myself 	with help 	not yet 
I can use words I have practiced to talk about myself and topics I know well			
I can greet different kinds of people			

The teacher copy of the Can-Do statements features titles indicating which skills from the program of studies the selected outcomes address. There are three columns featured in the teacher copy:

- the first column shows which outcomes have been selected
- the second column shows the Can-Do statement that has been created from the selected outcomes
- the third column shows potential activities teachers could use in the classroom to help facilitate the Can-Do statement

A sample of the teacher copy appears as follows:

Can-Do statements related primarily to *speaking* and/or *representing*:

Outcome(s) from the Program of Studies addressed	Indicators that students <u>can do</u> what the Program of Studies specifies	Students can demonstrate when the following sample activities are facilitated in the classroom:
1.1.1, 6.1.2, 6.2.2, 6.5.3	I can use words I have practiced to talk about myself and topics I know well	<ul style="list-style-type: none"> ▪ Show and Tell ▪ Simple oral presentation about families or personal interests
5.2.3, 6.3.1, 6.3.4	I can greet different kinds of people	<ul style="list-style-type: none"> ▪ Greeting a guest to the classroom ▪ Turn and talk to a classmate ▪ Introducing the teacher to parents at Meet-the-Teacher evening

Can I change the Can-Do statements?

The Can-Do statements have been specifically designed to address a group of outcomes and to reflect the intent of certain specific and general outcomes. If the

Can-Do outcome is changed, then it is possible the intent of one or more of the outcomes will not be met. It is the teacher's responsibility to know which outcomes are intended to be addressed.

There are several ways in which teachers can 'customize' the Can-Do statement document to fit their needs, without altering the statements themselves. Teachers may want to create their own "Can-Do" statements, based on their own interpretation of an outcome, or of a cluster of outcomes.



Strategies to consider:

- Change the self-assessment format for students. Perhaps it would be more helpful in some cases to have room for students to write their self-reflections with each Can-Do statement. (For example, after a student's self-reflection, the sentence prompt "*I know this because...*" could be added) Alterations can be made to the visual presentation of the Can-Do statements to meet different needs.
- Use the third column in the teacher copy of the Can-Do statements to record individual preferences for instructional activities
- Create Can-Do statements based on outcomes individually or with colleagues to help plan for instruction, and to complement the current Can-Do statements

If students indicate that they can do something "with help" does it mean they are not achieving at grade level?

Teachers use their professional judgment to determine whether or not students have achieved outcomes from the program of studies. In most cases, it is perfectly acceptable for students to require support in completing language tasks.

Several outcomes from the program of studies indicate that students are expected to achieve the outcome "with guidance." Therefore, students who indicate they can achieve these outcomes "independently" would be achieving above their grade level.

The most important point to remember about the Can-Do statements is that they are intended for student self-assessment. Therefore, students need to be coached to honestly self-reflect on their own work.

Why are there some outcomes missing from the Can-Do statements?

The Can-Do statements focus on the students' use of Spanish. Some outcomes in the program of studies, such as those found in General Outcome 7, are concerned with culture. It is not always necessary to address these outcomes in the target language. Some of these outcomes may have been selected to be clustered with other outcomes that relate directly to the use of Spanish in the Can-Do statements.

Why are there not more grammar and vocabulary outcomes addressed in the Can-Do statements?

It is assumed that whenever students use target language in the classroom that they are addressing grammatical elements and vocabulary. The underlying assumption of the Can-Do statements is that grammatical elements and vocabulary are used to support the task and are not the main focus of communication.

Why are the Can-Do statements written in English, and not in Spanish?

The Can-Do statements and documents have been written in English to ensure that all interested stakeholders are able to fully understand the documents.

It may be possible for teachers to translate the Can-Do statements into Spanish when they are convinced students are able to understand and use them in Spanish. Until that point, however, they should remain in English, if students are more comfortable using them in English.

"It is very difficult for students to achieve a learning goal unless they understand that goal and can assess what they need to do to reach it. So self-assessment is essential to learning."

Assessment for Learning: putting it into practice. (2003). Black, Harrison, Lee, Marshall, & Wiliam.

Grade 3 Spanish Language Arts

Can-Do statements related primarily to *speaking* and/or *representing*:

Outcome(s) from the Program of Studies addressed	Indicators that students <u>can do</u> what the Program of Studies specifies	Students can demonstrate when the following sample activities are facilitated in the classroom:
1.1.1, 6.1.2, 6.2.2, 6.5.3	I can describe something that has happened to me and how it makes me feel	<ul style="list-style-type: none"> Students share their feelings about a story/poem they've heard or read by following a model Students share their feelings while describing an event in a photo
6.3.1, 6.3.4, 6.3.5	I can use respectful words, tone of voice and gestures when speaking to someone I know	<ul style="list-style-type: none"> Greeting a guest to the classroom Turn and talk to a classmate Introducing the teacher to parents at Meet-the-Teacher evening
1.1.1, 1.2.2, 5.1.4, 5.2.2, 7.2.1, 7.2.2	I can participate in a Spanish cultural activity and explain to someone else what I thought of it and ask them for their opinion	<ul style="list-style-type: none"> Learn a contemporary or traditional song or dance from a Spanish-speaking country Watch a Spanish children's TV show; Read a popular children's book or fable; Eat a favorite treat from a Spanish-speaking country
1.1.1, 5.1.1, 6.2.2	I can explain what is important to me by showing something I have created	<ul style="list-style-type: none"> Brainstorm or create a mind map to gather ideas for a project such as an invitation to a school event, poster or script for a brief oral presentation
1.1.4, 2.2.1, 6.2.2	I can share my favorite song, story or book and explain why I like it	<ul style="list-style-type: none"> Book report presentation
2.3.5, 4.4.2, 6.1.1, 6.2.2,	I can make a presentation and decide what type of text (such as posters, collage, photos) to use to improve it	<ul style="list-style-type: none"> Autobiography using photos, collage, poster, etc.
2.3.4, 4.2.4, 6.1.1, 6.2.2	I can try and use different words to create my own poetry, and to have fun	<ul style="list-style-type: none"> Teacher uses a poem of choice, removes key words (verbs, adjectives, nouns) and models how new words can be substituted. Students use same poem (CLOZE) to practice creating their own version of the poem.

		<ul style="list-style-type: none"> ▪ After listening to a predictable or repetitive book, students create their own repetitive poem using a similar pattern. These could be shared with younger grades.
5.2.1, 5.2.4, 1.1.2, 6.2.2	I can encourage and assist classmates when working with a partner, in small groups or in large groups	<ul style="list-style-type: none"> ▪ Learn and practice teacher modeled vocabulary needed to praise and encourage group members.
1.1.1, 4.2.1, 6.6.3	I can share my own stories or creations with my classmates and answer their questions about it	<ul style="list-style-type: none"> ▪

Can-Do statements related primarily to *writing* and/or *representing*:

Outcome(s) from the Program of Studies addressed	Indicators that students <u>can do</u> what the Program of Studies specifies	Students can demonstrate when the following sample activities are facilitated in the classroom:
1.1.1, 2.2.3, 5.1.3, 6.2.6,	I can draw and use words from a text (such as a poem, story, song, video) to show how that text makes me feel	<ul style="list-style-type: none"> Illustrate in a collage/poster; using various media how a portion of a text read aloud to them evokes emotion/mood
1.1.3, 2.3.5, 4.2.4, 6.1.5, 6.2.4, 6.2.6	I can write something simple and creative to tell about something that happened to me	<ul style="list-style-type: none"> Personal graphic story/comic strip (based on a modeled pattern) photo essay
4.1.3, 6.1.1, 6.2.4, 6.5.3	I can write a simple story or poem about things I know well when I can see an example	<ul style="list-style-type: none"> Simple story in journal or letter Structured poems, e.g., cinquain, diamond poem, concrete poem
4.2.3, 4.3.1, 4.3.2, 4.3.3, 6.1.3, 6.1.4, 6.5.3	I can correct my writing, using different resources in the classroom	<ul style="list-style-type: none"> Students know to refer to organized familiar resources in the classroom, such as picture dictionaries, word lists, posted grammatical or spelling rules
1.1.3, 1.1.5, 4.1.2, 4.1.3, 4.2.5	I can write something simple and make it more interesting for others by using pictures or objects	<ul style="list-style-type: none"> Use a variety of visuals and graphic organizers to help plan ideas for writing. Enhance presentations with such aids as storyboards, poster, powerpoint. Class edit a teacher prepared message for errors. Apply strategy to edit own work.
1.1.5, 6.4.2, 7.1.1	I can share what I like about writing in Spanish	<ul style="list-style-type: none">

Can-Do statements related primarily to *reading*:

Outcome(s) from the Program of Studies addressed	Indicators that students <u>can do</u> what the Program of Studies specifies	Students can demonstrate when the following sample activities are facilitated in the classroom:
1.1.2, 1.2.4, 2.2.1	I can read along with my classmates and think about what I have read and how it makes me feel	<ul style="list-style-type: none"> ▪ Using the read aloud strategy a variety of forms of genres are read. ▪ Students share their reactions to the story ▪ A class chart aids kept to record selections.
2.1.3, 2.1.4, 2.3.2, 6.2.3, 6.5.2	I can read a simple story with pictures, and understand the main idea	<ul style="list-style-type: none"> ▪ Teacher models how textural cues help to construct meaning ▪ Students work in small groups and practice using textural cues when reading a new text.
2.1.1, 2.1.2, 2.1.3, 2.3.1, 6.1.1	I can guess what a text (such as a story, article, poem, website) I want to read will be about by looking at how it is written	<ul style="list-style-type: none"> ▪ After teacher demonstrates making predictions by previewing the front cover, illustrations, title page, table of contents of a book; students illustrate/write their predictions to check after reading.
2.1.4, 2.3.3, 6.1.1, 6.5.2	I can use what I already know about Spanish words to help me read new words	<ul style="list-style-type: none"> ▪ With the help of prior knowledge of cueing systems and classroom aids; students will be able to decode unfamiliar words.
1.1.1, 2.2.1, 2.2.2, 5.1.2, 5.1.3, 7.1.1	I can read a story about people in other places and compare my daily life to theirs	<ul style="list-style-type: none"> ▪

Can-Do statements related primarily to *viewing and listening*:

Outcome(s) from the Program of Studies addressed	Indicators that students <u>can do</u> what the Program of Studies specifies	Students can demonstrate when the following sample activities are facilitated in the classroom:
1.2.1, 2.2.1, 2.3.1, 3.2.5, 6.2.5	I can watch a short, simple video and explain what happened in it	<ul style="list-style-type: none"> Watch a TV commercial, a short educational video or an excerpt from a cartoon and students answer basic questions such as those about the purpose of the video, the principle characters, the storyline and familiar language used in the video
1.1.1, 2.1.1, 6.2.2, 6.2.5, 7.1.3, 7.2.2,	I can watch a cultural presentation and tell someone else what I liked about it	<ul style="list-style-type: none"> After watching a video or participating in a cultural event, students describe the parts they enjoyed most to a student pretending they had not been there After watching a cultural folk, contemporary or classical dance, students complete a THINK – PAIR - SHARE
2.2.1, 3.2.5, 4.4.3, 6.2.1, 6.5.2	I can listen to my classmates' creative presentations and understand the main ideas	<ul style="list-style-type: none"> Participate in an exchange with another bilingual class and share own creative writing Buddy read with another grade and discuss basic story elements
2.1.4, 6.2.1, 6.3.3, 6.5.2	I can listen to people other than my teacher speak Spanish and understand some of what they say	<ul style="list-style-type: none"> Watch a video in the Spanish to find answers to focus questions posed by the teacher. Listen to audio tapes of popular folktales read by various narrators and understand the story line.
4.4.3, 5.2.4, 7.3.1, 7.3.4	I can listen to my classmates' work and show I appreciate their ideas	<ul style="list-style-type: none"> Following a student presentation, classmates provide oral feedback in target language.
2.2.1, 2.3.1, 6.2.1, 6.5.2	I can listen to different kinds of texts (such as legends, songs, plays) and notice how they are different	<ul style="list-style-type: none"> After listening to the teacher read 2 or more versions of a story/legend/song/play, students complete a VENN DIAGRAM to show differences between

		traditional text and cultural versions of the same text. Teacher chooses which aspect/s to compare (setting, characters, endings) e.g. Mexican Cinderella/Us Traditional English
2.1.2, 2.1.3, 2.1.4, 6.5.2	I can use clues to make predictions about what I want to listen to and then check to see if my predictions were right	




Can-Do statements related primarily to *researching and reporting information*:

Outcome(s) from the Program of Studies addressed	Indicators that students <u>can do</u> what the Program of Studies specifies	Students can demonstrate when the following sample activities are facilitated in the classroom:
1.2.3, 3.1.1, 3.2.1	I can organize what I know about a topic and share this information with others	<ul style="list-style-type: none"> ▪ KWL chart ▪ Mind map ▪ After completing one of the above charts, students share with the class or a partner what they have recorded on a specific topic
1.2.4, 3.1.3, 4.4.1, 5.2.1	I can ask and answer questions about a topic to help others in my group learn	<ul style="list-style-type: none"> ▪ Using a teacher generated story starter or a prompt, students brainstorm ideas for a writing assignment, art project or oral presentation
1.1.2, 1.2.1, 3.1.2, 3.1.4, 4.2.2, 6.1.3	I can ask questions about a topic and explain what I need to learn more about	<ul style="list-style-type: none"> ▪ Pose one question at the end of the week in learning logs. ▪ Post question starters in the classroom for students to use when asking questions about a topic
3.1.4, 3.2.2, 3.2.4	I can find the information I need from different sources	<ul style="list-style-type: none"> ▪ use textual cues such as index, table of contents, subtitles to find information
3.2.1, 3.3.4, 4.1.1, 5.2.2	I can share my ideas and record the ideas of others during a class discussion to help me plan something I am going to write, say, or draw	<ul style="list-style-type: none"> ▪ Using a teacher generated story starter or a prompt, students brainstorm ideas for a writing assignment, art project or oral presentation.
3.3.1, 3.3.2, 6.6.1	I can make a list of books I have read and explain why I did or did not enjoy them	<ul style="list-style-type: none"> ▪ Create a “My favorite Books” poster explaining their choices
3.2.3, 3.3.1, 3.3.3, 6.6.1	I can organize the information I have about a topic and decide if I need more information	<ul style="list-style-type: none"> ▪ Pose one question at the end of the week in learning logs. ▪ Post question starters in the classroom for students to use when asking questions about a topic
3.2.2, 3.2.5, 6.5.2	I can look at what I see in the classroom and use my own ideas to help me answer questions	<ul style="list-style-type: none"> ▪ Post vocabulary lists, common classroom routine phrases and language associated with current area of study






Grade 3 Can-Do Statements




When I use Spanish to **talk** or to **show** something to others...

	by myself 	with help 	not yet 
I can describe something that has happened to me and how it makes me feel			
I can use respectful works, tone of voice and gestures when speaking to someone I know			
I can participate in a Spanish cultural activity and explain to someone else what I thought of it, and ask them for their opinion			
I can explain what is important to me by showing something I have created			
I can share my favourite song, story or book and explain why I like it			
I can make a presentation and decide what type of text (such as a poster, collage, photos) to use to improve it			
I can try and use different words to create my own poetry, and to have fun			
I can encourage and assist classmates when working with a partner, in small groups or in large groups			
I can share my own stories or creations with my classmates and answer their questions about it			




When I **write** in Spanish...

	by myself 	with help 	not yet 
I can draw and use words from a text (such as a poem, story, song or video) to show how that text makes me feel			
I can write something simple and creative, to tell about something that happened to me			
I can write a simple story or poem about things I know well when I can see an example			
I can correct my writing using different resources in the classroom			
I can write something simple and make it more interesting for others by using pictures or objects			
I can share what I like about writing in Spanish			




When I **read** Spanish...

	by myself 	with help 	not yet 
I can read along with my classmates and think about what I have read and how it makes me feel			
I can read a simple story with pictures, and understand the main idea			
I can guess what a text (such as a story, article, poem or website) I want to read will be about by looking at how it is written			
I can use what I already know about Spanish words to help me read new words			
I can read a story about people in other places and compare my daily life to theirs			

When I **listen, watch** or **look at** something in Spanish...

	by myself 	with help 	not yet 
I can watch a short, simple video and explain what happened in it			
I can watch a Spanish cultural presentation and tell someone else what I liked about it			
I can listen to my classmates' creative presentations and understand the main ideas			
I can listen to people other than my teacher speak Spanish and understand some of what they say			
I can listen to my classmates' work and show I appreciate their ideas			
I can listen to different kinds of texts (such as legends, songs, plays) and notice how they are different			
I can use clues to make predictions about what I want to listen to and then check to see if my predictions were right			

When I am trying to **discover**
something in Spanish...

	by myself 	with help 	not yet 
I can organize what I know about a topic and share this information with others			
I can ask and answer questions about a topic to help others in my group learn			
I can ask questions about a topic and explain what I need to learn more about			
I can find the information I need from different sources			
I can share my ideas and record the ideas of others during a class discussion to help me plan something I am going to write, say, or draw			
I can make a list of books I have read and explain why I did or did not enjoy them			
I can organize the information I have about a topic and decide if I need more information			
I can look at what I see in the classroom and use my own ideas to help me answer questions			